


RRHS Transition Program

Objective:

- To prepare students to function successfully and independently at home, the workplace, the community and school by providing students with a number of services and activities that support an active and authenticated pursuit of post-secondary goals.

Participants:

The majority of Students participate in the transition program during their Junior and/or Senior year. Students prepare for the program starting Freshman year.



Roles

STUDENTS	TEACHERS
<ul style="list-style-type: none"> Identify postsecondary goals in the areas of <ul style="list-style-type: none"> -employment -education -living options Students create <ul style="list-style-type: none"> -self-portrait -career plan -PowerPoint portfolio Participates in services, activities and instruction related to postsecondary goals 	<ul style="list-style-type: none"> Guides students in identifying post-secondary goals Provides services, activities and instructions that support post-secondary goals.



Four Areas of Concentration

- Self-Awareness
- Career Awareness
- Financial Awareness
- Workplace Readiness




Step 1

Self Portrait

(Self-Awareness)

- In order to have our assist our students in selecting an achievable and realistic post-secondary employment goal, we ask our students to create a self-portrait. This feature of our program was borrowed and adapted from the curriculum *Merging Two Worlds*
- Students are provided with assessments and guided questions, to help them complete their portrait.



Self-Portrait Assessments





(self-awareness/career awareness)

- Surveys, inventories, and assessments are administered in order to measure students interests, strengths, and preferences.
- Assessments include but are not limited to
 - Brigance Employability Skills Inventory
 - Career Cluster Interest Inventory
 - Teacher made assessments
- Data is shared with students and used to develop measurable post-secondary goals



Completed Self-Portrait

- A completed Self-Portrait includes the following information
 - Personal values
 - Work styles/preferences
 - Strengths/weaknesses
 - Projected lifestyles
 - Challenges/obstacles.
- Once the students have completed this process, they try to match their portrait with a compatible career field.

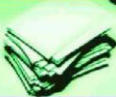

Step 2

Identify Post-Secondary Goals

(Career Awareness)

- Students research their compatible career fields. Information they research includes:
 - Available Jobs and Descriptions
 - Salary/Benefits
 - Education/Training Requirements
- Students narrow their interest to a particular job within the career field. Students are then responsible for identifying a measurable post-secondary employment goal.
- Based on their employment goals student's identify a measurable post-secondary education goal.



Step 3

Career Plan

(Career Awareness)

- Students are responsible for creating a realistic career plan. Career plans must include the following information.
 - Job description
 - Skills required
 - Training/education required
 - College/trade school entrance and tuition requirements
 - Remuneration
 - Career exploration activities/services
 - Benchmark goals







Follow Through

Services and Activities

- Transition specialist and students work together to identify services and activities that support their career plan.
- Services and Activities that are currently offered through our transition program include:
 - Transition 101
 - School Coffee Shop
 - Work Study Program
 - Job Shadow
 - Guest Speakers/Interviews
 - College/Trade School Field Trips



Transition 101-Classroom Simulations

(Financial Awareness/Workplace Readiness)

- Students are assigned a job/career based on their post-secondary goals. Students receive bi-weekly paychecks based on the average salary of their career/job choice. (they are responsible for researching this information)
- A bank, grocery store and post office are all located in the classroom.
- Students have several budgeting and banking responsibilities



Transition 101-Budgeting and Banking Responsibilities

(financial awareness)


- Complete a checking account application, maintain and manage an account and record all transactions in a check register.
- Budget expenses including rent, car payments, utilities and groceries.
- Select an apartment, complete an application and sign a lease.
- Select a car, apply for a loan, purchase automobile insurance.
- Shop for groceries in the class grocery store using coupons and a list.
- Check mailbox daily, pay bills using checks, and send all payments through the mail.



Helpful Hawks Coffee Shop

(Financial Awareness/Workplace Readiness)


- The school's coffee shop is opened Monday-Friday 7 AM to 9:30 AM. Although students are supervised, they are responsible for all operations.
- Responsibilities include:
 - Opening/closing
 - Maintaining equipment
 - Managing sales (taking orders, deliveries, register)
 - Completing inventory
 - Making deposits and withdrawals
 - Maintaining and managing accounts
 - Completing purchase orders



Work Study/Job Shadow Program

(Work Place Readiness)

- Following the ADE Work-Based Learning Resource Guide, we developed a work study and job shadow program.
- The Program Includes:
 - Community Partnerships
 - Workplace guidelines/regulations
 - Student/Supervisor Questionnaires
 - Evaluations
 - Reflections




Work Study

- Twice a week some students work at the local grocery store.
- Responsibilities include:
 - Organizing produce
 - Stocking shelves
 - Taking inventory
 - Bagging groceries



Job Shadow

- It is not always possible to place our students at sites that match their exact job interest. We focus on placing our students at businesses that require many of the same skills as their career interest.
- Sites include:
 - Auto-mechanic shop
 - Restaurant
 - Bank
 - Resort
 - Health clinic
 - Veterinary Clinic



Guest Speakers

- ADE Work-Based Learning Resource Guide provides a set of guidelines for inviting guest speakers. These guidelines ensure speaker and student accountability.
- Find individuals who can speak about a career field and not just a specific job.



College/Trade School Field Trips


- Many of our students will be the first members in their family to attend a college or a trade school. This can be very intimidating for both students and parents. The following services or activities can help students and parents feel more comfortable and confident about the entire process.
 - Organize field trips to local colleges and trade school.
 - Visit the Department of Disabled Student Resources.
 - Arrange placement tests
 - Arrange a tour of the campus
 - Help students with college/trade school applications
 - Help students complete FAFSA information



Step 4


PowerPoint Portfolio

- At the end of the program, students present a portfolio of work and experiences to members of the district's board of education, the high school principal and other faculty members. Students may also invite parents.
- The portfolio must demonstrate:
 - The student has developed self-awareness, career awareness, financial awareness and workplace experience.
- The portfolio must include:
 - Self-portrait
 - Career-plan
 - A list of experiences
 - A list of completed benchmark goals
 - A list of new benchmark goals
 - A reflection of their experience



Resources

- ADE Work-Based Learning Resource Guide
- Merging Two Worlds Curriculum Available of ADE website



QUESTIONS

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